



Assessment in Music

Nursery Music Passport

Autumn 1 Assessment	Autumn 2 Assessment	Spring 1 Assessment	Spring 2 Assessment	Summer 1 Assessment	Summer 2 Assessment
<p>I can listen with increased attention to sounds</p> <p>I can identify and match an instrumental sound, eg hear a shaker and indicate that they understand it is a shaker.</p> <p>I can physically imitate the actions of musicians, eg pretends to play the trumpet, piano, guitar</p>	<p>I can respond to what I have heard, expressing thoughts and feelings</p> <p>I can describe the sound of instruments eg scratchy sound, soft sound.</p>	<p>I can create visual representation of sounds, instruments and pieces of music, eg mark making to specific sounds or pieces of music</p> <p>I can sing the pitch of a tone sung by another person ('pitch match').</p>	<p>I can clap or tap to the pulse of the music I am listening to.</p> <p>I can clap or tap to the pulse of the song I am singing.</p>	<p>I can remember and sing entire songs.</p> <p>I know many rhymes</p> <p>I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>I can create my own songs, or improvise a song around one I know.</p> <p>I can play instruments with increasing control to express their feelings and ideas.</p>



Reception Music Passport

Autumn 1 Assessment	Autumn 2 Assessment	Spring 1 Assessment	Spring 2 Assessment	Summer 1 Assessment	Summer 2 Assessment
<p>Listen and Respond</p> <p>I know that music can touch your feelings.</p> <p>I can enjoy moving to music by dancing, marching, being animals or Pop stars.</p>	<p>Explore and Create</p> <p>I can find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse</p> <p>I can copy basic rhythm patterns of single words, building to short phrases from the song/s.</p>	<p>I can explore high and low using voices and sounds of characters in the songs.</p> <p>I can listen to high-pitched and low-pitched sounds on a glockenspiel.</p> <p>I can invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song.</p>	<p>Singing</p> <p>I can sing along with a pre-recorded song and add actions.</p> <p>I can sing along with the backing track.</p>	<p>Performing</p> <p>I can perform any of the nursery rhymes by singing and adding actions or dance.</p> <p>I can perform any nursery rhymes or songs adding a simple instrumental part.</p>	<p>I can sing a range of well-known nursery rhymes and songs</p> <p>I can perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>



Year 1 Music Passport

Autumn 1 Assessment	Autumn 2 Assessment	Spring 1 Assessment	Spring 2 Assessment	Summer 1 Assessment	Summer 2 Assessment
<p>Musicianship</p> <p>I can move in time with a steady beat.</p> <p>I can listen to, copy and repeat a simple rhythm.</p> <p>I can sing and play simple patterns.</p> <p>I understand the meaning of pulse and beat.</p>	<p>Listening</p> <p>I can say what I like or don't like about a piece of music.</p> <p>I can recognise some musical instruments and name them.</p> <p>I know if the music is fast/slow and loud/quiet.</p> <p>I can talk about the style of music my song fits into.</p>	<p>Singing</p> <p>I can sing or rap with my classmates.</p> <p>I can stand or sit nicely when I sing.</p> <p>I can sing a song all by myself.</p> <p>I can explain what the song is about.</p> <p>I can add actions to the songs I sing.</p>	<p>Improvisation</p> <p>I know that when I improvise, I make up my own tune.</p> <p>I can improvise using rhythm and/or one or two notes.</p> <p>I can improvise over a steady beat.</p> <p>I can use my voice to sing simple patterns.</p>	<p>Playing Instruments</p> <p>I can play a tuned and/or untuned percussion instrument.</p> <p>I treat instruments carefully and with respect.</p> <p>I can practise my instrumental part.</p> <p>I can play my instruments with my classmates.</p> <p>I can play simple rhythms over a steady beat.</p>	<p>Composition</p> <p>I can compose a simple melody using blocks.</p> <p>I explore pitch and rhythm when I compose.</p> <p>I can create a simple melody using up to five notes/blocks.</p> <p>I can recognise one and two-beat musical notes/symbols.</p>



Year 2 Music Passport

Autumn 1 Assessment	Autumn 2 Assessment	Spring 1 Assessment	Spring 2 Assessment	Summer 1 Assessment	Summer 2 Assessment
<p>Musicianship</p> <p>I can find the pulse of the music by moving my body.</p> <p>I can listen to, copy and repeat a simple rhythm.</p> <p>I can sing and play simple patterns.</p> <p>I can listen to, copy and repeat a simple melody using varied rhythm and pitch when I sing on my own</p> <p>I can sing back and play back a simple melody.</p> <p>I understand that pitch describes how high or low sounds are</p> <p>I understand that when the speed of the music changes, the tempo increases/decreases</p>	<p>Listening</p> <p>I can say what I like or don't like about a piece of music.</p> <p>I can describe my emotions and thoughts when listening to a piece of music</p> <p>I can recognise some musical instruments and name them.</p> <p>I know if the music is fast/slow and loud/quiet.</p> <p>I can talk about the style of music my song fits into and recognise differences between two varying styles of music</p>	<p>Singing</p> <p>I can sing as part of a group, in unison or in two parts</p> <p>I can demonstrate and maintain good posture when singing</p> <p>I can sing with fluency and accuracy of pitch</p> <p>I can communicate the words of the song effectively</p> <p>I can practice, rehearse and perform music to an audience with confidence</p>	<p>Improvisation</p> <p>I can recall musical sequences to build ideas around any given note/s to a steady pulse</p> <p>I can use tuned and untuned instruments to improvise and compose</p>	<p>Playing Instruments</p> <p>I can play a tuned and/or untuned percussion instrument.</p> <p>I treat instruments carefully and with respect.</p> <p>I can perform as part of a group/ensemble keeping in time with a steady beat</p> <p>I can practise my instrumental part.</p>	<p>Composition</p> <p>I can compose a simple melody.</p> <p>I explore pitch and rhythm when I compose.</p> <p>I can write a simple melody using crotchets and minims up to five notes.</p> <p>I can recognise one and two-beat musical notes/symbols.</p>



Year 3 Music Passport

Autumn 1 Assessment	Autumn 2 Assessment	Spring 1 Assessment	Spring 2 Assessment	Summer 1 Assessment	Summer 2 Assessment
<p>Musicianship</p> <p>I understand that long/short and high/low sounds can be represented by musical symbols.</p> <p>I know these symbols can be written on a staff, helping us to remember what we are going to sing and play.</p> <p>I can sing and play my instrument in a few different time signatures.</p> <p>I can copy back simple melodic patterns, following basic notation.</p> <p>I can recognise various notes and their rests on a staff.</p> <p>I can recognise the difference between major and minor sounds.</p>	<p>Listening</p> <p>I can talk about the emotions I feel when I listen to a piece of music.</p> <p>I can happily give my opinion about the music I listen to.</p> <p>I can talk about the musical features relating to the style of the music.</p> <p>I can discuss a piece of music, using appropriate musical language.</p> <p>I can confidently recognise a range of musical instruments.</p> <p>I can listen to music from around the world and talk confidently about their features.</p> <p>I can compare and contrast songs of similar styles.</p>	<p>Singing</p> <p>I can sing a song confidently from memory, as part of a group or as a solo.</p> <p>I can sing, demonstrating clear diction, articulation and expression.</p> <p>I can sing in unison.</p> <p>I can demonstrate and keep good posture.</p> <p>I can confidently follow the leader or conductor of a group.</p> <p>I can sing in unison (with actions) with a range of songs of varying styles and structures.</p>	<p>Improvisation</p> <p>I can improvise successfully by listening and responding to the music from the unit.</p> <p>I can sometimes use silent beats within my improvisation.</p> <p>I can create simple rhythms to build phrases using limited notes.</p>	<p>Playing Instruments</p> <p>I can confidently use a tuned instrument to play and perform in solo or ensemble contexts.</p> <p>I can understand some formal, written notation which includes crotchets and their rests.</p> <p>I can rehearse and play securely with a good level of accuracy.</p> <p>I can follow musical directions.</p> <p>I can use instruments respectfully.</p> <p>I can demonstrate good posture when playing my instrument.</p>	<p>Composition</p> <p>I can compose a simple melody that starts and ends on the home note.</p> <p>I can perform my own composition using the notes I have chosen.</p> <p>I can describe how my melody was created.</p> <p>I can use a simple structure when composing.</p> <p>I can use simple dynamics and tempo to express loud/quiet and fast/slow.</p> <p>I can create simple rhythmic patterns using both notes and rests</p>



Year 4 Music Passport

Autumn 1 Assessment	Autumn 2 Assessment	Spring 1 Assessment	Spring 2 Assessment	Summer 1 Assessment	Summer 2 Assessment
<p>Musicianship</p> <p>I can copy more challenging rhythms using body percussion and untuned instruments.</p> <p>I recognise some notation that is written on a stave.</p> <p>I can perform with an understanding of simple time signatures.</p> <p>I can copy back and improvise rhythmic patterns.</p> <p>I can clap and move in time to a steady beat, accentuating the first beat of the bar.</p> <p>I can hear a note and suggest its length in relation to other notes over a steady pulse.</p> <p>I can copy back more complex rhythmic/melodic patterns.</p>	<p>Listening</p> <p>I can talk about the words of a song and explain why the music was written.</p> <p>I can find the pulse, identifying the first beat of the bar.</p> <p>I can confidently recognise and explore a range of musical styles and traditions and know their basic style indicators.</p> <p>I can sing or clap memorable rhythmic/melodic phrases heard in a piece of music.</p> <p>I can confidently recognise the difference between major, minor and pentatonic sounds.</p> <p>I can describe the differences between legato and staccato.</p>	<p>Singing</p> <p>I can confidently learn to sing a song, both aurally and visually, as part of a group and/or solo.</p> <p>I can sing as part of a choir with an understanding that unison/harmony performance will affect the musical texture.</p> <p>I understand that phonetics create various sounds when singing.</p> <p>I can sing expressively, paying attention to articulation and phrasing.</p> <p>I can discuss in depth how the song connects to the world.</p>	<p>Improvisation</p> <p>I can improvise within a major scale, using one to five notes.</p> <p>I can use my chosen instrument to improvise using a limited range of notes, demonstrating use of articulation.</p> <p>I can improvise using more complex rhythms and melodic patterns, including varying notes and their equivalent rests.</p> <p>When improvising, I have a clear vision of key, structure and relevant use of the home note.</p>	<p>Playing Instruments</p> <p>I can rehearse and play a melody line aurally and/or visually, in various keys, with an understanding of accidental notation.</p> <p>I can play securely with good levels of accuracy, as a soloist or/and as part of an ensemble.</p> <p>I can rehearse and perform some or all parts in the context of the unit song.</p> <p>I can use instruments respectfully.</p> <p>I can demonstrate excellent posture and consistently good technique when playing my instrument</p>	<p>Composition</p> <p>I can compose a simple melody over a chord progression that starts and ends on the home note.</p> <p>I can use music technology effectively to capture, edit and combine sounds.</p> <p>I can compose a basic song accompaniment using pulse, rhythm and pitch.</p> <p>I can use a simple structure when composing - I know that there is a start, a middle and an end.</p> <p>I can use simple dynamics and tempo to express loud/quiet and fast/slow.</p>



Year 5 Music Passport

Autumn 1 Assessment	Autumn 2 Assessment	Spring 1 Assessment	Spring 2 Assessment	Summer 1 Assessment	Summer 2 Assessment
<p>Musicianship</p> <p>I can understand and respond to music in various time signatures.</p> <p>I can listen and copy back complex rhythmic patterns.</p> <p>I can understand formal, written notation and equivalent rests.</p> <p>I can copy back complex melodic patterns.</p> <p>I can listen with attention to detail and recall sounds.</p>	<p>Listening</p> <p>I can talk about the emotions I feel when I listen to a piece of music.</p> <p>I can happily describe my opinion about the music I listen to.</p> <p>I can confidently recognise and explore a range of musical styles and traditions.</p> <p>I can accurately identify most instruments and describe their timbres.</p> <p>I can sing or clap memorable rhythmic/melodic phrases.</p> <p>I can confidently recognise the difference between major and minor tonalities.</p> <p>I can identify and describe the sounds of various contrasting vocal/instrumental styles.</p>	<p>Singing</p> <p>I can rehearse a song and learn it from memory.</p> <p>I can accurately sing a broad range of songs as part of a group or as a soloist.</p> <p>I can sing in unison and in up to three parts.</p> <p>I can demonstrate and maintain good posture and breath control when singing.</p> <p>I can discuss in depth the style of the song and how it connects to the world and its relevant culture</p>	<p>Improvisation</p> <p>I can improvise over a simple chord progression, moving in steps and leaps.</p> <p>I can improvise using more complex rhythms, structured phrases and improved melodic shape.</p> <p>When improvising, I have an understanding of the notes I want to use with a broad range of dynamics.</p> <p>I can follow a steady beat, keeping in time with the pulse of the music.</p>	<p>Playing Instruments</p> <p>I can rehearse and play a melody line with an understanding of notation and major/minor tonality.</p> <p>I can play and perform a melody on a tuned percussion instrument, melodic instrument and/or keyboard.</p> <p>I can rehearse and play securely with good levels of accuracy.</p> <p>I can practise in a manner that will benefit my improvement over time.</p>	<p>Composition</p> <p>I can compose and perform an eight to 16-bar melodic phrase using a scale.</p> <p>I can perform this melody on tuned percussion and/or melodic instruments.</p> <p>I can use music software/technology to compose.</p> <p>I can use a planned structure when composing, using a wide range of dynamics and tempos.</p> <p>I can use various Charanga composition tools to compose structured melodies of varying lengths.</p>



Year 6 Music Passport

Autumn 1 Assessment	Autumn 2 Assessment	Spring 1 Assessment	Spring 2 Assessment	Summer 1 Assessment	Summer 2 Assessment
<p>Musicianship</p> <p>I can understand and respond to music in various time signatures.</p> <p>I can listen with attention to detail and recall sounds.</p> <p>I can listen and copy back complex rhythmic patterns including triplets, dotted notes and semiquavers as a call and response exercise, both aurally and visually.</p> <p>I can understand formal, written notation which includes semibreves, triplets and dotted notes and recognise their position on a staff.</p>	<p>Listening</p> <p>I can talk about the emotions I feel when I listen to a piece of music and pinpoint elements within the music that heightened the emotion.</p> <p>I can justify a personal opinion about the music I listen to, making reference to musical elements.</p> <p>I can confidently recognise and explore a range of musical styles and traditions.</p> <p>I can accurately identify most instruments and describe their timbres.</p> <p>I can sing or clap memorable rhythmic/melodic phrases.</p> <p>I can identify and describe the sounds of various contrasting vocal/instrumental styles.</p>	<p>Singing</p> <p>I can rehearse a song and learn it from memory.</p> <p>I can accurately sing a broad range of songs as part of a group or as a soloist.</p> <p>I can sing in unison and in up to three parts.</p> <p>I can demonstrate and maintain good posture and breath control when singing.</p> <p>I can sing syncopated patterns, accentuating the beat where appropriate</p> <p>I can discuss in depth the style of the song and how it connects to the world and its relevant culture</p>	<p>Improvisation</p> <p>I can improvise using more complex rhythms, structured phrases and improved melodic shape.</p> <p>When improvising, I have an understanding of the notes I want to use with a broad range of dynamics.</p> <p>I can follow a steady beat, keeping in time with the pulse of the music.</p>	<p>Playing Instruments</p> <p>I can rehearse and play a melody line with an understanding of notation and major/minor tonality.</p> <p>I can play and perform a melody on a tuned percussion instrument, melodic instrument and/or keyboard.</p> <p>I can rehearse and play securely with good levels of accuracy.</p> <p>I can practise in a manner that will benefit my improvement over time.</p>	<p>Composition</p> <p>I can compose and perform an eight to 16-bar melodic phrase using a scale.</p> <p>I can perform this melody on tuned percussion and/or melodic instruments.</p> <p>I can use a planned structure when composing, using a wide range of dynamics and tempos.</p> <p>I can use various Charanga composition tools to compose structured melodies of varying lengths.</p> <p>I can compose with chords to create an emotive/atmospheric mood.</p>

